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regretted, for the teacher's point of view is the harder to maintain. At any rate, the result before us is a highly interesting and useful text, in which the author's own severe ideal—a book “to enable students to read English literature for themselves more intelligently”—is strenuously lived up to. Among the many good qualities of the work perhaps the most welcome is its straightforwardness. Mr. Halleck has an eye for the obvious. He has selected for treatment the most pertinent and telling facts of English literary history, and has treated them in a clear, direct, and positive way, with unfailing freshness and vigor. The same quality appears in a different guise in the simple and practical divisions, in the well-digested summaries, in the “literary map”—a capital device—which shows the distribution of famous authors over the face of England, and in the frequent illustrations.

The most serious fault of the book is its abrupt and jerky style. This is due in part to overuse of the short sentence and the dropping out of necessary connecting links, but it is due in part also to illogical or non-sequacious development of the thought. An egregious instance of the latter lies at the very threshold of the book, the opening sentence having no logical successor either in the same paragraph or in succeeding paragraphs. Occasionally the dislocation appears in single sentences, with pathetic effect, as in the following from p. 254: “By his indomitable will he [Pope] showed the world what careful workmanship could accomplish, and his devotion to his aged mother was remarkable.”

Since other editions of so usable a work are certain to be called for, the following minor blemishes may be marked for correction: P. 70, lines 6–9 are repeated in the following four lines; pp. 61, 75, the ornate figures were better away; p. 78, lines 3 and 4, the word *belt* occurs at the end of successive sentences; p. 311, the game referred to by Bentham is (I believe) *pushpin*, not *pushpins*.

The illustrations are well chosen and in most cases are well executed. I must take exception, however, to the angry and impatient Shakespeare on p. 154, who is upbraiding Mistress Anne (or so it seems to me) for that dinner is not ready betimes, and the Atrabismic portraits of Butler, Walton, and Southey, on pp. 187, 213, and 313. These pictures, if they are not positively unauthenticated, are at least open to historic doubts.

FRED NEWTON SCOTT

A School Chemistry. By JOHN WADDELL. The Macmillan Company, 1900.
\$0.90.

IN his interesting preface the author states that he has endeavored to make his book help the pupil in the discovery of new facts, enable him to see their connections, and show how facts lead to theory, and theory aids in investigation and in the discovery of further facts. So far as can be judged by inspection, his effort should be crowned by a very fair measure of success. The book is attractive in appearance, and the style pleasant. In such a work the selection of what to omit must always be a matter of the greatest difficulty. Admitting this, it would yet appear that a somewhat fuller treatment of the atmosphere would have been desirable, and also an account of the physical states and properties of matter, while the inclusion of a table of the metric and ordinary systems of weights and measures would certainly have been useful.

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